

PROFESSIONAL MOBILITY OF THE FUTURE TEACHER

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Abstract: The article, on the basis of a predominantly sociological approach, establishes the relationship between the competitiveness of a specialist and his professional mobility; approaches and principles are identified, the goal and objectives of pedagogical practice are concretized, organizational and content aspects and conditions are clarified that provide active, information-rich, variable activity of student trainees in the context of solving the problem of forming the professional mobility of a future teacher. The study proves that the problem is highly relevant in terms of the prospects for its solution; it creates the preconditions for the development of a new generation of professional training programs, as well as advanced training of teachers. The universal content of the teacher's professional training, which is in demand in modern society, sets the task of forming pedagogical mobility, the ability to variably change the course and content of pedagogical activity, which allows one to flexibly overcome difficulties and clichés in pedagogical situations, to choose the most successful solution to the assigned pedagogical tasks and requires a fundamentally new view of professionalism – pedagogical training of future teachers in the system of higher pedagogical education.

Keywords: Development, Future teacher, Personality, Professional mobility, Society, Social mobility.

1 Introduction

The urgency of this problem is due to the fact that the socio-economic and sociocultural transformations that have taken place in our country over the past decades have exacerbated the problem of predicting the potential of human development; increased interest in professional mobility, which is becoming one of the main factors of human adaptation to new conditions. The solution of social problems is impossible without a teacher capable of actively creating a comfortable educational environment for each of his students and for himself at a high professional level.

The modern education system needs a teacher who has not only high professional competence, pedagogical culture, but also individuality, the ability for creative self-development, with a clear system of value orientations, positive motivation for teaching, professional mobility [25]. It should be noted that a modern university graduate must find 'application' for himself in the labor market, despite the fact that a fifth of the knowledge becomes obsolete in the first years of his independent activity. This situation occurs during the entire professional career 5-10 times [25]. This requires a young specialist to radically update his knowledge and skills. Instead of the "learning for life" paradigm, another one appeared – "life-long learning" [2].

The focus on the training of a specialist today is already insufficient; it is important to pay attention to the development of a personality capable of responding flexibly to constantly changing conditions, distinguished by entrepreneurship abilities, mobility, dynamism, constructiveness, and a developed sense of responsibility in professional activity. In this regard, in the modern higher pedagogical school, concepts are gaining increasing recognition in which priorities are given to the integral formation and development of the personality of the future teacher, the formation of the readiness to be mobile in professional activity by transferring from the state of performers to the state of actively acting subjects. To be a subject means to be internally ready for self-change in a rapidly changing world,

to have the ability to rebuild life situations themselves, changing and developing at the same time as a person and as a professional.

Studying the process of formation of the personality of a future teacher, researchers focus on the importance of such qualities as independence, responsibility, initiative in choosing learning goals and ways to achieve these goals [1, 7]. The leading idea of the research of these scientists is to resolve the contradiction consisting in the orientation of pedagogical education towards the information, "knowledge" paradigm without taking into account the individuality of future teachers and new requirements for a modern specialist based on the development and implementation of activity and mobility. According to experts, maintaining professional competence is becoming an increasingly difficult task, since knowledge, as noted above, quickly becomes obsolete and a specialist must update annually up to 20% of practical and 5% of theoretical knowledge [17, 23].

Emphasizing the thoroughness and high level of all these studies, we note that only certain aspects of the subjective activity of a person are considered in them, without taking into account the diversity of sides and manifestations of mobility. Thus, the awareness of the insufficient theoretical elaboration of the problem of professional mobility, the absence of a single terminological apparatus can be considered as a justification for the need to study it.

2 Materials and Methods

The key categories and concepts of our research are: "mobility", "social mobility", "professional mobility".

The problem we are considering has a complex character and is at the junction of different areas of socio-humanitarian knowledge; therefore, the methodological basis of this work is a systemic, personal-activity approach to the study of the professional mobility of future teachers, its content and ways of formation.

The theoretical basis of the research includes the provisions of modern science: psychological theories of personality development in activity (Ananiev, Vygotsky, Leontiev, Rubinstein, Teplov, etc.); psychological and pedagogical ideas of the teacher's personality development. Conceptually, the provisions of the pedagogical theory on the integrity of the pedagogical process were of great importance; fundamental provisions of professional pedagogical education in the new socio-economic conditions; the theory of the possibility of using active forms and methods of teaching in the pedagogical process, research of professional mobility.

To solve the set tasks, a set of complementary research methods was used:

- Theoretical analysis of philosophical, sociological, psychological and pedagogical literature on the research topic; semantic interpretation;
- Empirical interviewing, conversation, analysis of the activities of teachers and future teachers – students, as well as interpersonal dialogue.

3 Results

Statistical data indicate that in the prevailing socio-cultural conditions, far from all graduates of pedagogical universities work in their specialty [6, 16, 26]. In this regard, a higher pedagogical school, without abandoning the training of specialists in a specific profile (a mathematics teacher, a history teacher, etc.), should prepare graduates for a wider professional activity in the field of "human-to-human" [11, 13].

Professional mobility of a future teacher is an integrated personal quality based on a high level of generalization of social and

pedagogical knowledge and skills, which manifests itself not only in the readiness and ability to work creatively in the chosen profession, but also, if necessary, to choose a different type of professional activity within the framework of the specialties "human-human". Socio-pedagogical knowledge, skills and personal qualities formed in the process of studying psychological and pedagogical disciplines and during the period of pedagogical practice are universal for the professional activity of the "human-to-human" sphere, allowing a young specialist to successfully realize his potential not only in the teaching profession, but and be able to work in another specialty.

Mobility is a necessary quality of any person, regardless of his professional activity, because the current sociocultural situation requires from a person not only the ability to adapt to this situation, but also the ability to effectively realize his personal potential. According to some experts, mobility is a person's individual response to the challenge of a changing world [23]. Existing in an extremely dynamic world, a person must have high psychological flexibility, the ability to make choices and creatively transform the surrounding space. Mobility is distinguished by the conscious use of personal potential and creative influence on the world around us in accordance with one's own goals, values, aspirations and deeds, of course, taking into account the peculiarities of the surrounding world, as well as the changes taking place in it.

The concept of "mobility" began to appear frequently in pedagogical literature, despite the fact that it is not definitively defined, and, in most cases, is used intuitively. Today there is no unambiguous definition of "mobility", structure and levels of professional mobility.

The priorities in the formulation of the problem of mobility belong to P.A. Sorokin, and in both aspects – objective, i.e., inherent in society, and subjective, internal mobility. He considered social mobility as objective changes in the social position of a subject in society, associated with a change in his social status, positions, parents, etc. [21]. Sorokin, giving an idea of the horizontal and vertical parameters of social space, introduces the concept of "social mobility", which implies not only social movements of individuals, groups, but also social objects (values), that is, everything that is created or modified in the process of human activity. In order to explain the movements in the parameters of social space, the author uses the terms "horizontal" and "vertical" social mobility.

Significant one for our research is Sorokin's assertion that the education system not only ensures the socialization of the individual, his training, but also plays the role of a kind of elevator that allows the most capable, gifted people to rise to the highest levels of the social hierarchy. Sorokin associated vertical social mobility with a change in the social status of a person, with the career growth of a specialist, and horizontal – occurring at the same status level. Horizontal social mobility presupposes the transition of an individual from one social group to another, located at the same level of social stratification [21]. Today, a third type of mobility has emerged, which is called global mobility. It is associated with the migration of students on the scale of the created single regional (European, Asian, etc.) and global educational space. It should be noted that in general, when analyzing the psychological, pedagogical, philosophical, and sociological literature, it was possible to establish that the term "mobility" is most often found namely in sociological literature.

It is obvious that today social mobility is no longer directly related to social position and social status, but characterizes the way of social functioning of a person. Therefore, social mobility is defined as a property of social subjects, expressed in their ability to quickly and adequately modify their activities when new circumstances arise, easily and quickly master new realities in various spheres of life, find adequate ways to resolve unexpected problems and perform non-standard tasks [8]. In this regard, modern sociologists, considering social mobility in the same aspect of the positions of social constructivism, define it as "the ability of an individual to adapt and transform the social

environment, to quickly establish personal, cultural and business contacts in the micro- and macrosociety, and to demonstrate their social competence" [9].

Thus, expanding and detailing Sorokin's approaches to the concept of "social mobility" considered in relation to society, it is possible to associate this phenomenon with a person, with his abilities and personal qualities and define mobility as a person's ability to think independently and freely and evaluate events, to perceive educational programs and the offered information creatively, the ability to think critically, the ability to find non-standard solutions in new situations, the ability to foresee the nature and course of changes, both in the studied area and in social development.

The main approaches to the essence of professional mobility of a teacher, the identified stages of formation in the process of education at a university allow believing that professional mobility is an integrative property of a specialist, an internal (motivational-intellectual-volitional) component of a personality, which is at the basis of flexible orientation and activity response in dynamic professional conditions in accordance with competence and one's own life position, which manifests itself in professional activity in a situation of personal self-manifestation, in an active response to a problem situation when it is required to make decisions to change it. Extrapolating this definition into the context of considering the stages of development of the mobility of a future specialist, we come to the need to substantiate the incompleteness of the process of forming a mobile specialist at the stage of university training. Therefore, we believe that it is necessary to talk about the readiness of the future teacher for professional mobility.

Mobility of a person, including professional mobility, can be rational and productive if it is based on a solid value basis, being a social engine and a conductor of personal value orientations, consonant with the values of a developing society and is corrected by the social responsibility of the individual. Creative processes depend on the internal, inherent in human, properties of self-movement, variability, mobility and development, which we associate with mobility. It is essential that a person, interacting with social reality, is in a state of not only active, but also motivational, semantic movement, change and development.

Professional mobility is identified, as a rule, with the creation of values, moral attitudes; therefore, the problem of professional mobility is the problem of the development and change of human values, their scope, conflicts between new and traditional values and ways to overcome them [10]. As society develops (both progressively and regressively), new conditions are created that at the same time contribute to a more complete realization by a person of himself, his capabilities, and require an adequate assessment of the changing situation, the ability not only to adapt to these new dynamic conditions, but also reorient and reevaluate new professional realities.

It is important to note that professional mobility depends on the level of development of the personality itself, on the desire to actively influence and transform objective reality. At the same time, changes in the social environment have a variety of effects on an individual's personality, on the processes of his consciousness and thinking, on the driving motivational forces of actions and directly on behavior and professional activity. Thus, it can be argued that the formation of professional mobility is also a socially valuable act of creativity. Firstly, because a person contributes to the creation of new values, secondly, he creates his new "Self" and, thirdly, as a result, creates a new society [14], which fully corresponds to the descriptive paradigm of modern social development constructionism. Today, it is widely recognized that namely mobile people determine the present and the future of progressive professional and social changes [4, 5].

A modern teacher needs to have professional mobility, since his activities are dynamic: goals that depend on the goals of the state and its policies; student as a subject of training and education;

the teacher himself; conditions of the social environment; educational information subject to constant change under the influence of scientific and technological progress. The non-standard nature of pedagogical situations implies that the teacher finds himself in new circumstances every time. Pedagogical activity is not static in its essence – it poses increasingly more new problems for the teacher, each time demanding unique, creative solutions.

In the course of theoretical and empirical (interviews and conversations with young specialists and experienced teachers) research, we found that professional mobility depends on many factors: the level of education, communicative and professional competence, efficiency, professional intuition, values and meanings of life, moral attitudes and ability to forecasting, social mobility, life and professional experience. The problem of professional mobility is the problem of the development and change of human values, their scope, conflicts between new and traditional values and ways to overcome them.

As society changes (both in progressive development and regressive one), new conditions are created that at the same time contribute to a more complete realization by a person of himself, his capabilities and require an adequate assessment of the changing situation, the ability not only to adapt to these new dynamic conditions, but also reorient and reevaluate new professional realities. It is obvious that the readiness for professional mobility differs from the readiness for the activities of a teacher, because it presupposes not so much the ability to show professional abilities, but rather the ability to mobilize one's strength for a different perception of oneself in new situations, an active desire to find a way out of a situation of difficulty, to ensure the satisfaction of needs, value orientations, and a positive change in the professional and personal position.

In the course of the study, the indicators of the formation of readiness for professional mobility were revealed: understanding the essence of professional mobility, awareness of the level of readiness to be mobile in solving professional problems; reflexive skills: assessing the current situation and correlate with their capabilities; the ability to direct needs, motives, worldview, attitudes, goals to consciously overcome a situation of difficulty; the need for subject-subject interaction in the process of professional development; manifestation of strong-willed traits (decisiveness, perseverance, self-control, independence, initiative) in achieving a situation of success; openness to change; the ability to set goals, plan actions, design own professional development and achieve professionally significant competencies in solving pedagogical problems; the ability to find optimal ways out of a situation of difficulty; the ability to argue the choice of a decision and the quality of the validity of the phenomena of professional activity; active self-manifestation in normal and specially modeled (quasi-extreme) conditions; awareness, breadth, intensity, stability of orientation (social, professional, personal) to achieve high performance results.

The solution to the problem of the development of professional mobility of specialists at the stage of vocational pedagogical education is inextricably linked with the problem of ensuring its quality. In this case, it is possible to turn to various resources: organizational process (environmental opportunities); content; special resources (didactic and methodological materials); staffing (faculty); control resources (analysis of the compliance of educational services with the qualification requirements for a specialist). At the same time, the requirements for organizing the process of forming the professional mobility of a future teacher in the educational process of the university are as follows [1, 3, 15]:

- Introduction of new training modules into the content of training of future teachers to ensure experimental and research activities, taking into account the goals of modernization of education; targeted use of the regional component of the content of education;
- Development and implementation of effective forms of conducting classes, ensuring the variability of students'

activities, presenting them with the experience of creative, non-standard solutions to professional problems;

- Development of motives for professional self-determination of future teachers.

4 Discussion

The sphere of professional education creates objective prerequisites for the choice of methods, forms, means, and content of training, the organization of independent cognitive activity. New approaches (modular structuring of courses, a credit system for assessing the quality of training, etc.) activate students' interest in professional activities. They freely operate with such concepts as teacher's competence, readiness for professional activity, functional literacy/illiteracy. But for the most part, the activity of a modern specialist is insufficiently characterized by a willingness to change professional status, to career growth, to manifest any type of mobility (social, professional, personal, psychological, etc.), which leads to professional maladjustment.

One of the central problems of the development of the mobility of the future teacher is the correspondence of the forms of organization of the student' educational activity to the forms and nature of the professional activity assimilated by them (VA Slastenin) [22]. In practice, due attention is often not paid to the ability to assess one's capabilities and predict personal development, to find one's solution in a situation of choice, to defend one's individuality, providing a career prospect. Hence, the stereotype of professional thinking and behavioral cliches, self-doubt and, as a result, professional doom (unloved job and fear of changing it). Such unpreparedness of a professional (not only in pedagogical activity) for free-thinking [15], underdevelopment of responsibility for oneself and for the results of one's work, inability to critical self-evaluation of one's own usefulness in this field leads to dissatisfaction with oneself and to mental deformation of the personality. We conducted a survey (163 participants) of teachers in urban and rural schools in order to identify their attitude to their professional activities and to change their profession. 9% of respondents find complete professional satisfaction in working with children, 60% do not see career prospects, although they are confident in their leadership skills, 45% would like to change their profession, since they cannot meet the new requirements, but are not ready for such a turn events. A third of teachers believe that they have chosen the wrong profession, but do not see the prospects for self-realization elsewhere. The results of the survey showed that modern teachers need to develop the skills to predict personal and professional growth. All this requires a revision of the theory and practice of training a specialist, ensuring the conditions for the formation of a personality capable of professional mobility.

In this regard, contradictions arise:

- Between the social order for the training of a mobile specialist and the real possibilities of its full-fledged fulfillment in the conditions of the existing system of higher education;
- Between a sufficiently high level of elaboration of the general theory of training specialists capable of self-development, self-realization, and insufficient development of pedagogical conditions to ensure an effective training system focused on the development of professional mobility;
- Between the need to organize the space that ensures student mobility and the lack of development of methodological support that ensures this process.

Taking into account these contradictions, an obvious question arises: what are the conditions that provide a set of motivational-value, content-target, organizational-activity, theoretical-methodological and technological grounds for the formation of future teachers' readiness to be a mobile specialist?

The concept of “mobility”, which has arisen in sociology, can be interpreted in pedagogical research as a state that actualizes all the potential capabilities of an individual in order to find the optimal way out of a situation of difficulty and predict professional self-development.

We have found that this integrative dynamic “neoformation” in the personality structure of the future teacher reflects openness to change, the degree of awareness of the essence of mobility and manifests itself in the analytical way of thinking, the ability to assess the current situation, correlate with one's capabilities and needs, value attitudes and motives of professional self-development, the ability to predict and find the best way out of a situation of difficulty, adequately modify their activities when new circumstances arise.

Professional mobility is the foundation of the effectiveness of the individual's response to various problem situations that are emerging in modern society. It acts as a kind of personal resource underlying the effective transformation of the surrounding world and oneself in this world and provides the specialist with the readiness to change not only professional, but also personal life; promotes the development of a creative attitude to professional activity, to self-development, to the effective solution of professional and life problems with multidimensional factors of choice.

In general, the professional mobility of a future teacher can be defined as a personality trait that contributes to a quick response to a situation of difficulty and actualizes all the potential possibilities of a student's subjective activity when choosing options and methods for solving professional and pedagogical problems and predicting professional self-realization. The formation of professional mobility of future teachers is a process of professional training, which is based on the interaction of all subjects of the educational process at the university.

At the same time, the success of the formation of a structural-content model is possible with the implementation of the professional mobility of a future teacher, which has a prognostic character, focuses on the advanced development of a future specialist who is able to show mobility in difficult social conditions and realize himself. It can be assumed that the effectiveness of the formation of professional mobility of future teachers is ensured by observing the following pedagogical conditions:

- The implementation of the structural-content model of the process of forming the professional mobility of the future teacher;
- Building the process of professional training based on the principle of co-evolution (simultaneous development) of professional and personal mobility of a specialist;
- Inclusion in the curriculum of a pedagogical university and the implementation of a special course “Professional mobility as a basis and condition for a specialist's self-realization”.

It is obvious that each of these conditions has its own local capabilities, at the same time their unity and interconnection form an organic unity of the environment, different directions of pedagogical activity, and a free choice of forms of self-realization of the student's subjective experience, activate professional thinking and analysis of own activities, ensure the interaction of the subjects of the process professional training.

The structural and content model of the process of forming the professional mobility of a future teacher ensures the unity of such research procedures as goal-setting, selection of the content of the educational process, organizational and activity support for the interaction of all subjects of the pedagogical process, and with the help of constant assessment and correction, it can substantiate the results.

The second condition (building the process of professional training on the basis of the principle of coevolution) ensured the simultaneous development of professional and personal mobility

of a specialist. Future teachers learn to adapt to difficult situations of difficulty, to show flexibility when changing the conditions of professional and pedagogical activity, to critically evaluate themselves and others, form their self-esteem of their capabilities increasing, manifest predominance of motivation for achieving success.

5 Conclusion

As for the inclusion in the curriculum of a pedagogical university and the implementation of the special course “Professional mobility as a basis and condition for a specialist's self-realization”, we believe that namely this course is able to ensure consistency in the development of theoretical knowledge and active involvement of the student in activities that contribute to expanding the range of opinions, practical experience and knowledge on the problem under study. In the classroom, it is advisable to analyze situations from the life and professional activities of a teacher, socio-economic problems and the associated need to be a mobile specialist.

Further criterion analysis of the level of formation of professional mobility of future teachers at the end of this course is intended to show that the implementation of the selected pedagogical conditions contributed to an increase in the effectiveness of this process, which should be proved by the positive dynamics of the levels of readiness for professional mobility.

We should emphasize the need to monitor the formation of professional mobility. At the same time, monitoring is not a certain separate stage of the work it should be built into the educational process, carried out in an integral system of professional development of students as a necessary element of it. This implementation of the ‘diagnostic package’, which allows monitoring the formation of professional mobility, helps to optimize the interaction of all subjects of the pedagogical process at the university, and also launches the mechanisms of self-assessment, self-reflection of the course of one's professional development, allows one to see one's professional development as a whole and those gaps, on the level of which the student is. The positive dynamics of students' readiness for professional mobility is evidenced by the level of students' awareness of their readiness to be mobile.

On the basis of the principles of continuity, consistency, individualization, differentiation and continuity, it is necessary to develop a model for the formation of professional mobility of a future teacher, which implements the ideas of socially personality-oriented and subjective approaches, a gradual increase in the degree of complexity of teaching practice tasks and strengthening the social orientation of students' professional activities. Thus, the system for the formation of the readiness of future teachers for professional mobility is a set of active forms that, having increased communicative and motivating characteristics, create the most favorable educational and social environment and contribute to the formation of the readiness of future teachers for professional mobility. As a result, a certain level of readiness of a young specialist to move in social space, adaptation to changing conditions, interaction with a variety of cultural and social systems and subjects is formed, the formation of professional mobility and competitiveness of the future teacher is ensured.

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